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The Value of Examinations

A Symposium

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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EDITORIALS

Common Sense in California

ON January 8, 1929, the State Board of Education of California demonstrated exceptional common sense in voting a state pension to John H. Francis of Los Angeles, who is physically incapacitated for further professional activity.

Mr. Francis was for many years the most creative public school man in the state, and was among the ablest leaders in the United States.

A technicality made a brief service as superintendent in another state deprive him of any credit for his long and brilliant professional career in California.

The present State Board of Education nobly recognizes the state's indebtedness to this eminent public servant.

Preventive Education

PREVENTIVE education is of inestimable public as well as individual anxiety.

Boys are often restless from fourteen to sixteen years of age. At that age the home often promotes restlessness. The boy has financial desires that the family does not appreciate. They often have social affiliations that are displeasing to the family. They are supersensitive to criticism; they are irritating. Sometimes this irritation leads to suicide, more often to waywardness. Whatever prevents this restlessness tends to prevent personal and family disaster.

Boston is doing much to allay the evil tendencies of restlessness of boys and girls of fourteen years of age and upward by providing a combination of intellectual and hand activity, that looks forward to worthwhile achievement.

At that age whatever merely gratifies temporary restlessness increases liabilities instead of lessening them.

Those who have a taste for learning and are so circumstanced that they can go to college may put off the evil day for four years, but those who do not care to extend their education or for family reasons cannot do so, are exposed to alarming temptations.

The Boston Trade School for Boys, the co-operative alternate weeks of learning and earning, and variations of the two, are saving thousands of boys from the consequences of restless temptation.

Mere work for eight hours with twelve hours of industrial inactivity presents serious temptations to certain dispositions.

Anything that is done that offers no prospect of something better has a fatal tendency socially and civically.

A week of earning with thought on the learning of the previous week and of learning the coming week has the stimulus of realizing the value of what was learned and the anticipation of what is to be learned which entirely relieves all anxiety of the consequence of monotony.

The boy of fourteen to sixteen in school who has a change from hand work the week before and appreciation that he is to be earning next week has a thrill of satisfaction that he earned last week and will earn next week that relieves the school work of possible boresomeness.

Boston has the satisfaction of knowing that no boy in the co-operative high schools has ever committed suicide or been hailed into court for rowdyism.

As a mere preventive the part-time every other week industrial and high school plan would be worth a vast amount to the community financially and every other way.

"Eavesdropping," detestable always, seems to be a a legal offence in Massachusetts according to a law recently discovered, which penalized a person who "listened about the houses and under the windows and eaves of the houses, hearing tattle and repeating the same."

Plummer's Sedan

SOMETIMES incidents have high significance. This is especially true in the presentation of the latest model Buick sedan to O. M. Plummer of Portland, Oregon, at the International Live Stock Show at Chicago on December 1.

Twenty years ago Mr. Plummer was a constant attendant upon summer and winter meetings of the National Education Association, and was really the creator of the Department of City School Board Members. He was at that time a member of the Portland School Board, promoting the plans of City Superintendent L. R. Alderman, who had been the vital factor in the creation of Agricultural Boy and Girl Clubs. But that is a story all by itself which we will write in a later editorial.

Mr. Plummer, at the time, was manager of one of the largest lumber companies of the country, but from the first devotion to the clubs was his by-play, and since 1910 he has been secretary of the Boy Club organization of the Pacific Coast States.

In 1919, when the Pacific International live stock organization took form, he became the secretary, treasurer and manager, and received half a million dollars for a building of vast proportions for its annual exposition. He is the prime mover and brilliant leader of this Club work of the eleven states of the Pacific and Intermountain region.

Mr. Plummer has boundless energy, fascinating personality, the confidence of the business world, and the ardent faith and friendship of the club members, which took form at the International Live Stock Show in Chicago, December 1, when he had the surprise of his life as the club members of Washington, Oregon, Idaho, and Utah presented him, in the presence of a vast audience of live stock enthusiasts, with the latest model Buick Sedan.

Literally the entire audience responded to the voiceless emotion of Mr. Plummer. There was not one who was not tearfully thrilled at this demonstration of affection of the boys who had conceived the idea and financed their devotion in this way.

The Board of Directors of the National Council of Administrative Women in Education will meet at the Council headquarters in Hotel Statler, Cleveland, at 5 o'clock, Sunday afternoon, February 24.

Superintendent Boulle

FRANK A. BOULLE, first assistant superintendent, succeeds Dr. Susan M. Dorsey as superintendent of Los Angeles. This is the scientific attitude toward city school administration, and needs no explanation, while any departure from such choice would require explanation.

As a matter of fact, and not as an explanation of why he was chosen, Mr. Boulle has known intimately and devotedly the administration of details for about a quarter of a century, has been closely associated with Mrs. Dorsey, who is largely responsible for the creation of a city school system that is modern to the limit, that is stable in its vitality, that enjoys peace and prosperity, and no important factor, professionally, civically or economically, desires any serious changes which would be liable to happen if the leader of the administrative system were not the successor of Dr. Susan M. Dorsey.

We quote from a letter of a teacher, in whose judgment we have had confidence for many years: "Mr. Boulle has sawed wood instead of seeking publicity. He is always attentive to every teacher's requests. He is always friendly and approachable, always remembers any occasion he has had to know of one's work."

Belding's Page

SCHOOLS AND POLITICS

ONE of the best slogans ever adopted in this slogan-loving America is: "Keep the schools out of politics." A great many communities succeed in doing this a great part of the time. But politics will enter, from time to time, so long as school officials are human.

By "politics" is meant bad politics. Bad politics is the kind which puts graft or the swapping of favors above public interest. At the heart of it lies selfishness.

In the conduct of public schools it may manifest itself in forcing the employment of unfit teachers, or janitors, or even in the hiring of more than are needed to do the work. Politics may lift its ugly head in the form of a demand that school materials or equipment be purchased through specified channels or from specified sources.

The trouble is with the public. It often elects to pivotal positions in the control of education persons who are devoid of proper ideals, judgment, or character.

The general average of school boards in American cities is high. Most communities endeavor, with considerable success, to secure wise, able and honest leadership.

Any community can, if it will, put its school out of reach of vicious politics by picking the best available personnel for its school board.

A COURSE IN MORALS

WHAT would school authorities think of a law requiring so many weeks' instruction in morals from a textbook prescribed by statute? It isn't likely to happen, though a certain clergyman-lawgiver in Massachusetts has offered a bill to that effect.

The schools do a great deal for the production of character and they have always done a great deal. The public fails to realize that moral habits are being acquired and instilled all along the educational pathway.

As for specific codes of morals, these have been kept out of the school program by the sentiment of religious bodies, each believing that moral instruction can best be imparted along with religious teaching, and each afraid to have such instruction served up to their children in conjunction with some objectionable views of worship.

The best and strongest morals have their roots in religion undoubtedly. But a substantial percentage of boys and girls in the public schools escape religious training entirely. These need to know the moral mandates which human experience has developed and accepted—rules of conduct essential to the happiness of social beings. And it would not hurt even the children nurtured in religion to have a different and supplementary presentation of moral principles.

Room may well be found for such instruction in every school. But legislatures should not try to be too dictatorial. They are but amateurs when they dabble in the details of school management, and they usually make a sorry mess of it.

THE LINE OF AUTHORITY

NOW and then some one is elected to a school board in a big city who hasn't discovered that the modern school system is something vastly different from the single-unit school of a generation or two ago. Time was when a committeeman could swagger into the little red schoolhouse and give orders to the teacher which she must obey. A board member who tries that in a city school merely proves his ignorance of present-day conditions. He shows he does not know that the way to exercise his authority is through a vote of the board. The board—the superintendent—the principal—the teacher; so runs the line of management. Every one along the line should know this and act accordingly—not endeavoring to curb desirable initiative of those below, by needless regulation. Occasions may arise when a subordinate may be justified in rebelling against the orders of a superior, and either convincing the other that a mistake has been made, or resigning. Nothing is more disturbing to the morale of a school system than for its component members not to know from whom they are to take orders and to whom, in turn, they are entitled to give orders.

POLITICS LOWER DOWN

WE ARE not to assume for one moment that all the school "politics"—in the bad sense—is to be found at the top. The thing may crop out anywhere. A superintendent may consult favoritism and friendship rather than worth in the assignment of tasks. Principals may engage in conspiracy and intrigue to accomplish personal ends in disregard of children's welfare. Teachers may use unfair means to beat one another in the race for promotion or preferment of any kind.

The problem of keeping the schools out of politics is thus tangled up with that of keeping politics out of the schools. Both are ideals to be striven for, seldom if ever to be attained completely.

Auson W. Belding

Associate Editor

The Value of Examinations

A Symposium

FRANK CODY
Superintendent, Detroit, Michigan

THE value I attach to examinations depends on the examination. I consider some examinations of very great value and others of very slight value. Indeed, some examinations, I think, are injurious.

If the examination is given to a student to find out if he should pass a course or receive a diploma, I think that it is bad. On the contrary, if the examination is designed to serve as a source of information about the student to help the teacher to help him, then I think it is good. In this day and age we think of the teacher's job as being that of helping boys and girls to develop as far as possible, and not that of checking to separate the sheep from the goats. The practice in Detroit has shifted from examinations for the determination of promotion to tests which are designed to discover the particular needs of each child so that the teacher may remedy them the more readily.

Examinations may be classified by type of question used into subjective essay examinations and objective new-type examinations. There is much greater value in the objective examination than in the subjective type. The reason for this is that the estimates of students' ability from objective examinations are much more reliable and truthful than are those from essay type examinations.

Examinations may be classified also as general or specific. For most purposes there is very little value in the general examination given at the end of the term when the teaching has been completed. There is considerable value in tests which are given at the beginning of the teaching period and at intervals throughout it, particularly if the tests are organized to diagnose the difficulties of individual pupils. An examination over the whole field of European history, for example, is worth much less to pupil and to teacher than an examination designed to test separately and diagnostically the different objectives which are set up for the teaching of European history.

In the Detroit schools examinations are probably being used more now than ever before. Present examinations differ greatly from those which were in use some years ago, however; the changes may be summarized as follows: (1) The present tests are used increasingly at the beginning of the term rather than at the end of the term; (2) the purpose is primarily to inform pupils and teachers regarding the status of the pupils, and only secondarily to inform principals and other officials of the school system regarding pupils' success; (3) the examinations are built more and more around the objectives sought in the courses rather than around the content of the texts which constitute the basic classroom materials; (4) the present tests and examinations tend to be objective in form and diagnostic of particular abilities.

H. C. WEBER
Superintendent of Schools, Nashville, Tenn.

EXAMINATIONS in schools are of value in two ways: They furnish information for the examiner and education for the examined.

The information conveyed to the instructor is valuable for two reasons. A written examination furnishes visible evidence upon which an opinion can be based as to the qualifications of the student for advancement. It also gives evidence to the instructor as to the strength or weakness in his methods of teaching.

The examination has a very definite educative value for the student. It teaches the student to express his knowledge accurately and concisely. As a preparation for this expression, the examination, if effective, requires a careful study and review of the course pursued. The training thus gained in acquiring a bird's-eye view of a subject and mastering the important points is the same as that required in the preparation of any written production, whether it be sermon, essay, address, legal brief, or editorial.

Our experience has been that if students are promoted solely on the basis of the teacher's opinion, the charge of favoritism and injustice is often made, and the teacher's judgment is called in question with a good deal of unpleasantness and dissatisfaction resulting. On the other hand if the examination alone is the basis for promotion, there often arises some complaint regarding the difficulty of the questions, and the statement that the child failed because of nervousness on the examination. An effort is sometimes made to combine the fallible term estimate with the fallible examination grade and arrive at an infallible average. This method we do not regard as satisfactory, and we adopted years ago a method which we think is a very happy solution of the problem: the student who makes sixty-five on examination is promoted, regardless of the teacher's term grade; the student is also promoted who makes a grade of fifty on examination, provided the teacher, in an estimate recorded before the examination, has expressed a belief that the child is capable of doing the work of the next higher grade. This method allows the

correction of one fallible process by another, and we believe that we come nearer a satisfactory result when we average two admittedly fallible things. The examination while fallible is decidedly the most accurate of all methods, and hence when a promotion mark is made on a written examination the more fallible method is disregarded.

W. C. McGINNIS

Formerly Superintendent, Revere, Mass.

MUCH has been written about the wide range of scores accorded the same examination papers by supposedly competent teachers. The classic illustration is the mathematics paper with a range of forty-two to ninety-eight. College teachers and superintendents of schools were in the habit of condemning teachers for lack of common sense and lack of knowledge until it was demonstrated that teachers' marks were no worse in regard to range than the scores given by college instructors and superintendents. Then came a widespread condemnation of examinations themselves. Examinations were faulty, so the suggestion was to throw them overboard. This is easier to say than to do, because whether we like it or not, and regardless of what the public educational system is, the educational achievement must be evaluated, or measured. The local school department is the agent of the public, and as such is as much obligated to render an account of stewardship not only in school finance but also in educational accomplishment.

I assume that "examinations" as used in this discussion is synonymous with "tests," and that the use of examinations or tests is a part of educational measurements.

The old type of examinations lacked a high degree of validity, and lacked a high degree of reliability. "Validity" is the fidelity with which a test measures what it attempts to measure. A yard-stick is "valid" when measurements made by it can be checked by other standard measuring instruments. "Reliability" is the correlation between the results obtained from giving two forms of the same test. It is evident from experimentation that the old type tests did not possess these qualities. It is evident, also, from the wide range of scores given to the same test papers by different scorers that the scoring was largely subjective.

Standardized tests possess a high degree of validity and a high degree of reliability. In fact, they are standardized through the process of experimentation and refinement which gives to them the qualities of validity and reliability. Standardized tests are scored objectively. "Objectivity" can best be defined in conjunction with "subjectivity." A test is subjective when the judgment of the scorer enters into the scoring. Objectivity is that quality in a test that makes it unnecessary for the scorer to make judgment decisions when scoring. If a test is objective, any number of scorers will give the same score to a test paper.

It is frankly admitted that in spite of the "scientific" method of standardizing tests it is safe to say that although standardized tests do have a high degree of validity and reliability, there is a considerable element of invalidity and unreliability in practically all standardized tests. But standardized tests represent a big advance in the process of evaluating pupil and class achievement. Standardized tests have resulted in an improvement in subject matter tests which teachers make and give to their classes because of the fact that these tests have directed attention to validity, reliability, and objectivity. The teacher-made test should not be ruled out, and as a matter of fact it cannot be ruled out in the secondary grades because up to the present time there are only a few standardized tests for secondary school subjects.

The value of tests (examinations) lies in the fact that:—

(1) They improve classroom teaching because they are diagnostic, and if the results of testing are properly used they assist in making provision for class needs and individual pupil needs.

(2) They focus attention upon the aims and objectives of subject matter and upon the outcomes of instruction in terms of pupils' needs.

(3) They provide data for a common sense and "scientific" method of pupil classification.

(4) The results of tests combined with teacher judgment and chronological age provide the bases for pupil promotion.

(5) Although it is admitted that up to the present time neither the teacher-made examinations nor the standardized tests are perfect measuring instruments, they nevertheless are instruments of rough measurement, and since there are no usable substitutes for them they are more valuable than no measuring instruments.

M. E. PEARSON

Superintendent, Kansas City, Kansas

SO FAR as determining achievement, the "examination" is of little value. In stimulating the results and bringing courses to a completion the "examination" has a value. We are using three units—first, teachers' estimate as evidenced by accumulative record card, which follows the pupil throughout his entire school period; second, by standard achievement testing, and third, by frequent informal examinations.

(This discussion to be continued February 4.)

Conduct and Character of Youth

By S. M. BARRETT
Kansas City, Missouri

IT IS a common practice to judge character by conduct, and yet hasty conclusions drawn from partial surveys of conduct may be far from correct judgments.

The choleric old man when thrust from the sidewalk by a group of enthusiastic college boys who are "putting on their shirt tail parade" to celebrate a football victory might think, and even say in forcible language, things not complimentary to student character. But his expressed judgment like his departure from the sidewalk is hasty. The boys felt called upon (by the custom of the group they were called upon) to express their appreciation of the team in this established manner.

Established customs, manners, and ideals of a people do not change much until some great concerted movement such as a revolution destroys the empire of traditions, upsets established formulas, and overthrows the authority of conventions. But, when something does occur to disturb the equilibrium, the claim for "self-determination" is immediately set up.

For ten years the equilibrium of our nation as well as that of other nations has been disturbed by the World War and conditions incident thereto.

Nations at the peace councils asked for the undisputed authority to exercise the right of self-determination. Groups within our own country insisted, even in our congress through blocs, etc., upon exercising such rights. And youth (in the school, the home, the church, and society) now asserts the same right.

But if youth must live its own life, by what philosophy of life will it determine its course? It is standing squarely upon American philosophy. Is there an American philosophy, and if so, what is it ?

As far as we can distinguish it seems that *America's philosophy has no time for abstract truth as such.* It seems to say: "*Get busy, play the game,* and let us see what your so-called truth will do."

America is now in a régime of competition—a régime that says: "*Beat the other fellow.*" But we are also impelled by an idealism that says: "*Guide your life by an exalted standard*"—a standard that dictates *self-subordination to a cause whose consequences are for the common good.* American philosophy is strenuous, emphasizing action, and appealing to results as the only test of soundness. It is the "go-getter" philosophy in which to fail is "the bunk" and action is accentuated—a bit crude, but robust at least.

Over and over, and over again, we hear it said, usually by those who have passed life's meridian, "Students are lacking in respect for the established order of things" such as manners, customs, laws and religion.

Is it true that student conduct reveals this defect? How much have we deviated from manners and customs, laws and religion?

We must admit that many of the manners and customs of our forefathers were discarded by us without regret. We know full well that we could not return to the old-time dress, mannerisms, etc., without becoming ridiculous, and we do not choose to be objects of ridicule. We know just as surely that students will go on as they are without much concern for manners and customs of yesterday. We did it. It is being done now. It is not pathological, but is a change incident to natural growth.

Do students wear loud clothes? Well, they believe they ought to "beat the other fellow." They will beat him, too, in loud dress even if their clothes are so loud as to be a "scream."

The language of the student body is not easy to understand, but it will perhaps deviate more and more from proper English rather than conform to the uses of common society. They will beat the other fellow in using "college slang." In speech they will conform to the student body with little thought as to how other people will regard their language.

Thus it will go with all our manners and customs. If youth chooses to continue them, well and good, but if not then it will be "just too bad."

What shall we do? Not much. These seemingly rude manners and customs are not organic diseases of character, but "seasonal" changes in conduct. They will disappear as the noon-day of maturity comes. When the evening of age arrives, "mayhap," these same students will have been so changed as to feel repugnance for student peculiarity. Who knows?

Much the same situation is presented in regard to laws. Laws are out-growths from customs, and, therefore, often change. The laws that will govern the next generation will not be laws that have lost the respect of the youth of today, but laws that coincide with their ideals and grow out of their customs.

At least since the dawn of the Christian Era religious customs have been changing with each succeeding generation. Approved conduct of the church members differs in various denominations,

but two things seem to have remained constant in our religion. One the *tendency to worship God* (sometimes called the instinct to worship). The other, *service to humanity*. It does not appear that students have in any way lost respect for these two attitudes of society, and so long as these ideals remain prominent in their consciousness, no major pollution of character need be feared. What can be done? Again not much. Certainly not much worrying and fault-finding. But, on the contrary, let us now, at Christmas time (without making any mental reservations as to students) say with Tiny Tim: "God bless us all!"

The Platoon School

By BYRON C. KIRBY, Ph.B., A.M.

South Bend, Indiana

AS IN THE fields of science, engineering, medicine and manufacture new methods, new principles, new modes of attack are coming into vogue, so in the field of education the old, the illogical, the traditional is losing its hold upon the accepted order of procedure. Time was when six-year old children and twenty-one-year-old men sat upon the same long wooden benches in one-room buildings and learned their A B C's. Later the seats were somewhat improved, a system of classification was adopted, and the method of instruction rendered more efficient. This progress has continued, slowly yet definitely, down to the present time. Nevertheless there are today certain educational leaders* throughout the United States who hold that the school systems in our cities, progressive and alert though they are, are unsound and illogical; that they do not fit effectively into the broader, philosophical conception of education.

What is the basis of this contention? It is three fold: (1) the growing child needs freedom, activity, play; (2) he needs a natural stimulus to go to school; and (3) he needs systematic training for leisure time.

Let us consider the first, the growing child needs much activity, freedom. It is not natural for children under twelve years of age to sit quietly, or to be quiet for any great length of time. When left to themselves, when all restraint is removed, they are constantly on the move, first, doing this, then undoing it; now running there, then back. If children behave after this fashion under normal conditions it is because they are thus naturally constituted; and if nature has intended that they be forever active, it is for a purpose. And what is that purpose? Simply to give their bodies a chance to develop; to give their organs an opportunity to grow and to expand; to enable them to learn to co-ordinate their movements into graceful, unified reactions.

If the foregoing premise be logical, children under twelve years of age should not be forced to sit in school as long as they now must. Further, all educational procedure should centre about activity, since this is the basic factor in fulfilling the major function of pre-adolescence. This function is, in short, to build up one's health, muscles, organs, co-ordinations to such an extent that they may be able to sustain his body during the mental exertion, the physical stress and strain, and the perplexing and nerve exciting problems of adolescent and later life.†

During the first twelve years of his life a child's conduct is not determined, to any great extent, by reason.‡ His behavior is primarily instinctive; it is shaped by nature, innate tendencies—tendencies over which he has no natural incentive to exercise control. Perhaps it is well that he has no such desire, else the natural order of things would be thwarted, and he would tend to grow to be an irritable, nervous, anaemic individual.§

Natural Stimulus or Motivation.—Not only should children of the elementary school age be given opportunity for much activity, but they should also be permitted to enjoy a natural stimulus to go to school. There should be a predominating, central tendency about school which would draw, urge, impel the pupils to it. And what might that be? Going again to nature, we find that all children, if their instincts have not been perverted, like to make things; that they find their greatest pleasure in construction. What girl does not like to make dolls, doll clothing, pies, cakes, etc.? What boy does not like to make boats, airplanes, railroads, etc.? All do. The school should capitalize this liking by incorporating into its curriculum much construction work. Such a step in curriculum building would be beneficial in two respects; namely, (1) it would cause the children to like

*William Wirt, Gary, Ind.; Charles L. Spain, Detroit; John G. Rossman; Alice Barrows, Washington, D. C.

†Fowler, Human Science; Dewey, The School of Tomorrow; Proctor, Educational and Vocational Guidance.

‡Tracy, Psychology of Adolescence.

§Freud. Jung.

to come to school; it would create within them a positive desire to be present at every session. This attitude, in addition to increasing attendance, would lead to better discipline and to a more desirable type of academic work. It is logical to assume that if one likes school because of its natural appeal to him he will conduct himself as he should, he will co-operate, he will fit naturally into the general scheme, he will derive the maximum benefit.

In the second respect, construction work contributes, as a by-product, much of utilitarian value, in that it leads the child to have faith in his own power; it leads him to see that he can do things which, without such training, he would believe that he could not do. This well-founded feeling of confidence is an essential element in success.

The utilitarian value of training assumes another phase; namely, it creates within one the ability to do much repair work around the house. The desire to do this, plus the ability to do it, are valuable economic assets.

Training for Leisure.—People, now, have much leisure time; and conditions seem to point toward their having more of it. The increased number of men, the advent of women into industry, the automobile, the truck, the invention of machinery whereby one man can do the work of fifty or a hundred, all these may in time make possible a six-hour day, and a four-day week. This all means that each one will have a large amount of leisure time thrust upon him—time which he is in no wise trained to use. When one is busy at his work he has no opportunity to think of robbery, meanness, gambling, or murder. What he is doing occupies his whole time. But what about these long hours of leisure time? The individual must do something. What he does will depend upon his training. If he has had no training in the constructive appreciations, the chances are that he will spend his time gambling in the pool rooms, idling in the movies, loafing upon the street corners, or planning some type of crime. On the other hand, if he has had systematic training in the finer things in life, such as art appreciation, music appreciation, literature appreciation, public speaking, dramatics, choral singing, orchestral work, etc., he will tend to fill up his leisure time with this type of activity. The result will be, not only a well-balanced life, but increased efficiency in that the individual can approach his work each succeeding morning in a better mental, moral and physical attitude than he otherwise could.

The way to combat crime is not through the use of the billy and black-jack alone, but through a diverting of interests. The finer things in life must be taught so systematically, so thoroughly, so scientifically that they will seize one's life and hold it in the proper channel with unerring regularity.

The foregoing ideas, namely, (1) that the elementary school child inherently needs much activity; (2) that he needs a natural stimulus to go to school; and (3) that he needs systematic training for leisure time constitute, in part, the philosophy underlying the organization of platoon schools.

Now, what is a platoon school? And how is one organized? In view of the fact that there are various modifications and phases of the plan in use,** it is advisable to deal with only one of the more or less standard forms.†† If one understands the working of this type, he can readily understand how various modifications might operate.

The platoon plan works on the basis of two schools, two absolutely distinct units, in the same building at the same time. The organization is as follows: All the rooms in the building are classified as home rooms and as special rooms. The home rooms are those in which the children study their academic work, such as reading, writing, arithmetic, history, etc.; while the special rooms are the ones in which the pupils follow their special activities such as gymnasium, auditorium, music, art, library, science, literature, geography, manual training, etc. As far as practicable the home rooms should all be on one floor as a unit, and the special rooms together as a unit.

All of the pupils in each grade are divided into two equal sections, or groups or platoons, whichever way one wishes to designate them. That is, all the pupils in the 1B are divided into two equal sections, one being designated as $1B^1$, the other as $1B^2$; all the pupils in 1A are likewise divided into two equal sections, $1A^3$ and $1A^4$; the 2B's are divided into $2B^5$ and $2B^6$, and so on up through the grades. This gives us a classification as follows:—

Room	(1)	$1B^1$	Room	(7)	$4B^{13}$
		$1B^2$			$4B^{14}$
"	(2)	$1A^3$	"	(8)	$4A^{15}$
		$1A^4$			$4A^{16}$
"	(3)	$2B^5$	"	(9)	$5B^{17}$
		$2B^6$			$5B^{18}$
"	(4)	$2A^7$	"	(10)	$5A^{19}$
		$2A^8$			$5A^{20}$
"	(5)	$3B^9$	"	(11)	$6B^{21}$
		$3B^{10}$			$6B^{22}$
"	(6)	$3A^{11}$	"	(12)	$6A^{23}$
		$3A^{12}$			$6A^{24}$

When the doors open in the mornings and at noons for the children to come in, all of the even numbered classes go to, say, their respective home rooms, and all of the odd numbered sections go to the special rooms where they belong according to the program of special activities. At the end of each half hour up until ten o'clock those

**Gary, Detroit, Akron, Newark, N. J., Pittsburgh.
††Detroit type.

classes which are in the special rooms shift from one activity to another. During this same period the even numbered classes remain in their home rooms studying the academic work. At ten o'clock there is a general change, or general shift, during which the even-numbered classes and the odd-numbered classes change places upon the 8.30 o'clock basis. From ten o'clock until 11.30 the program works the same as from 8.30 until 10. In the afternoon the procedure is the same as in the forenoon except, of course, the pupils take the remaining academic studies or special activities in the program.

Assuming that the building is modern, that is, that it has a gymnasium and an auditorium, this type of organization will enable it to accommodate about 20 per cent. more pupils than it would accommodate under the traditional form of organization. This is true because the new type of school provides for two groups, or a maximum of eighty pupils, in the gymnasium every minute of the day; an equal number in the auditorium at all times, and one section in the industrial room each period. Under the traditional plan no pupils are in these rooms when the attendance is taken. Consequently, the capacity of the building is decreased five sections, or a maximum of two hundred pupils. In view of the foregoing it is clear that the platoon school is adapted to large districts, for the building must be large, say twenty rooms at least, to be efficient. Not only should it be large, but the sections should be full; i.e., forty pupils to each.

The platoon type of organization offers the following administrative problems which must be foreseen and forestalled: (1) the care of wraps; (2) the taking of attendance; (3) shifts; (4) discipline; (5) promptness; and (6) care of books.

(1) The Care of Wraps. Because of the various shifts no child is, at dismissal time, in the room he was in the first period of the day. Because of this the children, when they first enter the building, should take their wraps to the room in which they will be at the close of the session. The various shifts, then, will gradually take them to their wraps at dismissal time. Lockers in the halls tend to minimize this problem; but even when they are used it is necessary to see that each class uses those which are nearest the room from which it will be dismissed.

(2) Checking Attendance. Each teacher should be the sponsor for the group which she has at 8.30. She should be responsible for all records pertaining to that section. The first period in the afternoon the special teacher will have different sections. It will, therefore, be necessary for some one to collect attendance slips from all the special teachers at this time and to redistribute them to the proper sponsors.

(3) Shifts. The shifts may be slow in starting; some pupils may stay in the room a few seconds after time to go to help the teacher put books away; the pupils may be disorderly in the halls, etc. The principal should insist that every child start promptly when the signal is given; that the pupils walk quietly and orderly in straight lines as far to their right as they can. Children soon become proud of their marching. Furthermore, the good order is carried into the room and work becomes easier for all concerned.

(4) Order. The platoon type of organization, because of its complexity, offers much opportunity for misbehavior. There are many shifts throughout the course of a day, during some of which there are ten or twelve different lines passing at the same time. This offers much opportunity for pushing, tripping, eating candy, chewing gum, etc. Supervision must be close. Nothing should be taken for granted. If this course be followed, the whole program will run off like clockwork. Discipline should be easier and better in the new kind of organization than in the old, because the pupils do not have to sit in one place until they become nervous, irritable and mischievous. Everything is in favor of the platoon school, but there must be perfect organization and close supervision.

(5) Promptness. This has been hinted at before. There should be a time for everything, and everything should be done at that time. If it is not there will be conflict, confusion, waiting, inefficiency.

(6) Care of Books. Each home room teacher is responsible for teaching the academic work to two groups; i.e., the teacher in Room 12 will have $6A^{24}$ the first half of the forenoon, and $6A^{23}$ the last half. The maximum capacity of each of these sections is forty pupils. Since there are only forty desks in each room, it becomes evident that two pupils must be assigned to each seat throughout the course of a half-day. This increases the temptation to steal pencils, pens, and even books. If children are urged to mark their pens and pencils, and to write their names in their books, and if teachers are ever alert and on the lookout, the danger will be reduced to a minimum. All books used in special activities should be kept in the rooms in which they are used. Cupboards should be provided in these rooms, so that the material can be arranged to correspond to the seating arrangement. This makes it possible to pass out and to collect it in the minimum of time.

Conclusion. The platoon school is based upon three fundamental principles in education; namely, (1) the child needs activity; (2) there should be natural motivation; and (3) there should be training for leisure time. To make possible a systematic, daily adherence to these principles, such a type of unit is organized so that half of each day is devoted to special activities. The resultant complexity of organization creates administrative problems which must be definitely met. Among

these are (1) the control of shifts; (2) the taking of attendance; (3) the care of wraps; (4) order; (5) promptness; (6) the care of books.

If the organization is carefully worked out, if the programs are carefully made, if all problems are squarely met, if the work is skilfully correlated, if supervision is close, this type of school should mean much more to the child than the traditional program.

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The Age of Jazz

By J. W. STUDEBAKER
Superintendent, Des Moines, Iowa

THERE is nothing new in jazz. Every age has its extravagant symbolisms, its bizarre manifestations of youthful spirit, its exuberance of uncontrolled inventive genius. It is a sort of mob psychology that marks the trend of the youth toward extremes in dress, speech, art and music, any of which come readily under the general head, "jazz."

Three decades ago it was the trashy sentimental ballad, the Gibson figure, the enormous pompadour that indicated so graphically the feminine self-expression of the times. Five years ago, in the opinion of many, the woman with bobbed hair was guilty of a flippant impropriety. Some capable school teachers found themselves without positions because they dared to adventure into this land of "flapperdom." Now this generation wants to wear "keen" clothes, make "snappy" conversation and hear "slick" music. And so—it does! But through the orientation of education the crude and grotesque will slough off and the new idea born of creative imagination will add a pleasing variety to custom and art.

One of the most deeply imbedded of human instincts is rhythm. Primitive man demonstrated this with his crude drums and other instruments invented to satisfy his natural craving for meter or cadence. The main interest in music *is* rhythm, and all of us are susceptible to its charm. Modern jazz employs a distinctly monotonous meter, which is its own worst enemy, and which does much to surfeit the taste of the habitual listener and turn him, automatically, to better types of music for relief.

The jazz rhythm, in itself, is not so objectionable. It is the atrocious execution of this music, augmented, as it sometimes is, by the unspeakably inane words accompanying the performance that generates disgust and resentment. The same selection played by a first-class orchestra takes on a definitely different aspect, and under these circumstances has its own place in the scheme of modern music.

Jazz has had a spectacular career in the fifteen or more years of its popularity. It has risen from the levee atmosphere to the concert hall, from the cheap, almost impossible rendition in the lowest of dives to the expert execution by the most famous symphony orchestra playing for cultured audiences in great auditoriums.

With the advent of jazz came the realization that the thing had "caught on" and that orchestra leaders were making money playing the fantastic sounds and incredible harmonies wherever there were ears to listen.

Then there came into the field musicians of high calibre who saw possibilities in the strange combinations that had started the world humming, and who set about to make jazz respectable and acceptable. Among these were John Alden Carpenter and George Gershwin, whose melodic compositions of this modern type are recognized and played constantly.

The Des Moines school music department, in the face of existing conditions, says practically nothing about jazz. Instead there is a carefully planned program including orchestra training, glee club practice and definite music appreciation instruction which seems to offset the tendency to the crudities of jazz madness. In fact, the students, in making choices of musical numbers to be played or sung in their groups, choose, almost without exception, the best.

Jazz isn't going to make an appreciable difference in the musical education of the young if we surround him from early childhood with the finest examples of the art—antidotes if one wishes so to label them. Why not credit him with intelligence, offer many opportunities for discrimination and choice, and then let him use his developing sense of beauty and appropriateness?

The Numbers on the Dial

By ARTHUR DEAN

"If only we had some nice new chairs in the parlor and a radio which didn't squeak I'd be so happy. Then I could entertain my friends. But as it is I am ashamed of my home." This is in the mind of many a school girl. How can we answer her?

Who hasn't wanted things? "If I had so-and-so and such-and-such I'd be somebody now." True, perhaps. Eye-attracting chairs and ear-splitting static are slowly killing our young friend. And yet, my gentle critics, let's go slowly in rendering our verdict.

If I had had my way at six and got the express cart I wanted; if I had had a bicycle at sixteen when I "simply had to have it," if I had had a canoe at eighteen when my romantic blood indicated 120 degrees in the shade, if I had had a gas buggy when they first appeared, if I had now a Racy Roller, a television set, a country house in Spain and a town house in Paris, — if, If, IF, — then what a wonderful fellow I would be now. All my failure in life I lay to the loss of that red-striped wagon marked "Empire State Express" which my parents couldn't afford to buy. That neglect on their part started me on a road to ruin that has no terminal.

That's not the worst of it. Books do not entertain me because I don't like my book case. I cannot play even a harmonica because I lack a Victrola. I cannot walk in the woods because I have no motor car. I cannot call on a girl because the plush on the sofa is faded. My sense of humor has left me because I hear no "Four Black Crows" over the radio I haven't got.

My dear girl, I am just as badly off as you are. In fact I'm worse. My parlor set is terribly old-fashioned. I bought it in 1927 and the latest things in parlors only arrived last week and not having had time to buy it last week I'm waiting until the week after so as to get the very latest idea in nouveau riche furniture.

My books are frightfully old, too. My "best seller" is over two thousand years old. My church is very old. Everything in my house is an antique. EXCEPT—

Ah, these glorious exceptions! All the people in the house are young in age or ideas. Youth sits on the old sofa and loves just as of old. Youth powders and prinks in the mirrors used by Pre-Victorian ladies. Youth eats heartily from old china. Youth sits by the fireside and reads new ideas from old books and realizes that the world has not as yet caught up with the ideas of many old writers.

I do not blame you, dear girls, for wanting things. Things go a long way with most people, old as well as young. But with the desire for the things don't forget to pray for friends to sit on the things and for friends who will want to turn to the same point on the dial as you do, whether it be with books, radios, music, sports or personal tastes and manners.

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Creative Language

By THOMAS HERBERT ROBINSON

Rhode Island College of Education, Providence, R. I.

Janice and Maurice are at school, and their mother invites their teachers to tea.*

Mrs. Janeson, a progressive young mother whose children are her chief interests.

Miss Holne, Janice's teacher in third grade.

Miss Prescot, Maurice's teacher in fifth grade.

The scene is laid before the fireplace in the attractive living room of Mrs. Janeson.

Time: A Thursday afternoon late in March.

Mrs. Janeson: I have just been reading some verses from a little booklet that Janice brought home from school the other day. She was so happy about it that I have caught some of her enthusiasm. I understand, Miss Holne, that you have had a great deal to do with assembling this attractive collection.

Miss Holne: I shall have to admit that I know a little about it, but I want you to appreciate the fact that the verses are products of the children.

Mrs. Janeson: I am well aware of that fact, and so is Mr. Janeson. Janice has been a good press-agent for the book in this household. And, by the way, Miss Prescot, Maurice has told me that there will be even a better one from the fifth grade. Mr. Janeson and I were glancing through the book a few evenings ago after the children had talked about it so much, and we were really impressed by what we read. To be very frank with you teachers, we questioned the originality of the work in several instances. Now I have your assurance that it represents the efforts of the children themselves.

The spirit behind this selection that I am going to read caught our fancy. (*She reads.*)

GRANDMA DEAR

Grandma dear,
How can you sit all day long
And do nothing but knit?
Oh, I see.
You're older than I.
Maybe I'll knit too,
By and by.**

Wasn't it an event when Deborah's poem was taken into class? We happen to know the child very well, and naturally we were very much interested in it.

MOTHER'S PIES

I know that no one can beat Mother
In the way of making pies,
Whether it's apple, mince, or custard,
Each one is to me a prize.

When I come in from play,
As hungry as can be,
Mother gives me a piece of pie
That tastes so sweet to me.

Her pumpkin pie's like a golden lake
With crinkly crust around.
Apple, mince, and custard too,
No better can be found.**

A mother who reads such a thing as that will surely want to be a good pie-maker.

Miss Holne: It was a real event when Deborah read her poem. The children were very enthusiastic about the figure of speech in the last stanza:—

Her pumpkin pie's like a golden lake
With crinkly crust around.

Miss Prescot: We heard about it in the fifth grade, and it was an event there. Deborah's brother read the poem at a meeting of our poetry club. He was a very proud boy when he saw how well his sister's work was received by his classmates.

Mrs. Janeson: Do you suppose this boy will be a baker when he grows up? (*She reads.*)

GINGERBREAD BOYS

Today when I got out of bed,
A thought went running through my head.
It was not all about my toys,
But mixing dough for gingerbread boys.

I mixed the flour with butter and eggs
And milk to make strong arms and legs,
Then tried the oven with some paper
And said: "Good-bye, I'll see you later."

Gingerbread boys are all so sweet,
So brown and tall.
Come help me eat them,
One and all.†

Miss Holne: It is a fact that he still likes to help his mother with her baking as he has always done since he was a very little boy.

Mrs. Janeson: I am very much interested in your efforts with these children, but, at the same time, I must admit that I am amazed by them, for it has always seemed to me that the teaching-craft has clung to traditions. This work is new and fresh; it is certainly not traditional.

Miss Holne: Your observation concerning teaching is not wrong, by any means. Our craft is a very old one. It is to be expected that we should

*This article can be read to best advantage in a teachers' meeting by three teachers who assume the parts of the characters indicated. Other teachers should join in a discussion at the close of the reading.

**Written by eight-year-old girls of the third grade of the Henry Barnard School, Rhode Island College of Education.

†Written by a nine-year-old boy of the Henry Barnard School, Rhode Island College of Education.

cherish traditions, for, as a craft, we trace our history back through the centuries. I have taught long enough to respect many of our traditions profoundly, especially those which carry along with them the great ideals of teaching. There are other traditions which hinder our progress as teachers in this day and generation. They have become impedimenta or excess-baggage. Unfortunately we still cling to them and find it very hard to give them up. From this point-of-view, I do not feel that I am being disloyal to my profession when I agree with you, Mrs. Janeson, and say that teaching is a "tradition-ridden craft," as some one has so aptly remarked recently.

Mrs. Janeson: That is the way in which teaching has always impressed me. It has seemed that too many teachers regard the course of study as a liturgy to be performed between September and June. When I look back at some of my teachers, I think of them as catechists of facts of the past.

Miss Prescot: More and more, you will discover that many teachers look upon courses of study as instruments that must be adapted to the needs and interests of the children. Some of us refuse longer to bend child-nature to a course of study. Is it not more reasonable to believe, and actually to practice that belief, that children have not been created for the benefit of courses of study, but that courses of study have been devised to benefit children?

Mrs. Janeson: It pleases me to hear you talk in this way. Now it so happens that I am interested in literature. When Maurice was passing through the primary room, and later when Janice went into that grade, I noticed that their teachers were using exactly the same poems that my own teachers used years ago. You will not wonder, therefore, that it seemed to me that tradition was making itself particularly powerful in respect to the literary materials in the courses of study for the first years of school.

Miss Prescot: You are quite right, Mrs. Janeson, for, as a matter of fact, most of the poetical materials that we use today were put into our courses of study years ago when an attempt was being made to introduce to the classroom the best poetry of that day or an earlier one.

Miss Holne: That is just the point that you and I have talked over so often, Miss Prescot. Our materials have become conventionalized and traditional, to a large extent. In many instances the poetry that was placed in the course of study by the curriculum-makers of a generation ago is the most recent that teachers feel they are privileged to use.

Miss Prescot: I am not ready to throw out all these traditional materials, but at the same time I adhere to the point of view maintained by many progressive teachers of our day. I want to see extensive challenging of poetical selections in this mass of conventional materials that we use, and I also want to see the day arrive in which representative recent poetry will be admitted to our classrooms—the type of poetry that deals with the spirit of this new era in which we find ourselves.

Mrs. Janeson: May I venture to offer an opinion? Is it not true that many of these magnificent things to which you have referred indirectly have ceased long ago to be literature and have become mere textbooks in the minds of many of our children who have passed through our schools? By the way, teachers, you must keep in mind when I say some of these things, that I speak as a colleague and not as a critic. A mother is a fellow-teacher, and, I fear, in many respects a member of another tradition-ridden craft. I suspect that I have done my share in maintaining traditions, but I am not the enthusiastic traditionalist that I was ten years ago.

Miss Holne: I think that we can appreciate your attitude towards us. It is somewhat unusual for us to be invited to meet a mother of any of our pupils in such a delightful way as you are entertaining us this afternoon. And yet, isn't this opportunity for an intimate exchange of opinions the thing that is needed in our joint handling of children?

Mrs. Janeson: A moment ago you spoke about courses of study. Just how do progressive teachers look upon them in these days?

Miss Prescot: Well, not as liturgies, I assure you. I, for one, do not think in terms of a course of study at all, but in terms of a curriculum—a series of experiences or activities through which a learner is guided or directed, or better still, guides and directs himself as much as possible, toward the ends of education; that is, toward life itself.

Miss Holne: And I am no catechist. I'll forego my prerogatives in that respect and still claim that I am a teacher. As I conceive my function, it is to guide and lead Janice and thirty-four other little people that I have in my room to reconstruct those phases of the past with which we deal in order that they may understand the present at their present stage of development and anticipate the future with some degree of certainty. Eleven years ago I experienced a renaissance in my own attitudes toward teaching which I hope and pray will leave its effects on me as long as I continue to teach.

Mrs. Janeson: Do you know what I thought after I had visited your room the other day? It seemed to me that the teacher in the modern classroom is less in prominence than her sister of twenty-five years ago, whom I remember very distinctly, but of vastly more importance.

Miss Holne: That puts the matter precisely as some of us are trying to work it out in actual practice.

Miss Prescot: Mrs. Janeson, how do Maurice and Janice seem to feel about their work in poetry

when they talk it over with you here in the home?

Mrs. Janeson: They just love it, and I feel as I read this booklet that other children feel as my own youngsters do. Let us read a selection that bears out my point. (*She reads.*)

RAIN

"What do you do?"
Said the shining dew
To a drop of rain
On a window-pane.

"I come to clear the way
For children who want to play.
I help to make the flowers grow.
I'm very helpful,
Don't you know?"*

That boy loves his poetry.

Will you answer one question for me? How can a teacher who doesn't love poetry inspire her pupils to do creative work of this type? Many of my classmates in high school are teaching. They are fine girls, but some of them detested poetry while others were not interested in it, and as far as I know they are not enthusiastic about it now.

Miss Prescot: When teachers visit my room to observe this work, I always try to find out whether they really love poetry. I, for one, do not see how a teacher can possibly inspire her pupils to creative endeavor unless she is vitally interested in the thing herself, for, as I conceive my function as their teacher in work such as this that we are discussing, it is my privilege to foster a love of poetry in my boys and girls by exposing them to it naturally, by leading them into familiar association with it, by enticing them to it, by being to my pupils a living example of the intrinsic pleasure or satisfaction that results from reading poetry, from hearing it read, or even from attempting to write it.

Mrs. Janeson: I agree with you. It seems to me that if there is any one thing that is needed in order to promote creative effort in poetry in the schools, it is a sincere love of poetry on the part of the teacher.

Here is another question that comes to my mind. How do you approach children who come from homes in which parents care nothing for poetry? There must be many such homes.

Miss Holne: Those children challenge us to put forth the best efforts in our power.

Miss Prescot: Wouldn't you think that we were strange teachers if we did not heed such challenges?

Mrs. Janeson: Of course, I should. What do you do if children are actually ridiculed by the folks at home when it is discovered by them that the children are attempting to write poetry?

Miss Prescot: Our task is more difficult in such instances, but it is no more difficult than it is always when the home and the school run counter to each other.

Miss Holne: I shall never forget the young father who entered his boy in my room some years ago and announced with vigor at that time that it was his desire to have his son "shot through" the elementary school as quickly as possible without taking drawing and poetry and music and "a lot of nonsense such as that." When I asked him just what he was planning for his boy, he replied: "A good boarding school and plenty of football." As it happened the youngster reveled in art and poetry and music, and he has become a first-class athlete as well.

Our troubles come sometimes from our supervisors and not from the parents of our pupils.

Mrs. Janeson: I was going to ask you that question. How do they feel about modifying traditions and introducing materials from modern poetry? What stand do they take with respect to creative efforts in language? I contend that such questions are fair ones to ask concerning the men and women who are shaping most directly the educational policies of America. We parents do not need to inquire about their opinions with respect to graphs and medians and this, that, or the other statistical device. Because of my own personal interest in artistic matters, I sometimes wonder just what are their standards of literary appreciation.

Miss Prescot: When I first began work of this type, my supervisor was unsympathetic. She was of the old school, and saw only one possibility of accomplishing a course of study—by means of a mental lockstep, as it seemed to me. The work did not go smoothly, I assure you. Her whole critical attitude suggested to me that she looked upon my effort as wasted time.

Miss Holne: A friend of mine in another city has a young superintendent who encourages his teachers to attempt some such work in his schools, but he is very nervous about it, or shall I say, timid. He has in mind several schools that have done a great deal along these lines, but he warns his teachers that they must not go as far with it as teachers of those schools have gone.

Miss Prescot: You realize, I am sure, Mrs. Janeson, that for the past three years our own superintendent has allotted us liberal time in our afternoon programs for project-activities. I feel that I owe it to him to attempt some really creative work. His attitude is helpful, to say the least. Only the other day he said to me: "Go as far as you can with it. I merely want to see results. You know well enough what those results should be from the standards we have set up." And by "we," he meant a committee of teachers who worked with him in framing a basic curricu-

*Written by a nine-year-old boy of the third grade of the Henry Barnard School, Rhode Island College of Education.

lum in language. Somehow his attitude made my work seem more significant to me. I saw that he had a broad vision with respect to it.

Mrs. Janeson: Miss Prescot, if you were asked by a teacher who planned to attempt some work of this type what personal equipment she would need, what would be your answer?

Miss Prescot: First of all, I should tell her most emphatically that she would need a fairly clear-cut philosophy of what we are trying to accomplish in the field of education—a philosophy that would be dynamic and not static. A teacher must grow with her pupils in creative work. In my own humble efforts along this line I have always tried to keep clearly before me my own belief that education is the wise guidance of enormously important powers that an individual possesses and the resulting changes in his acts, his thoughts, and his feelings. It is the development of his assets that he brings into the world with him, by means of the way in which he lives. In creative language work the power that I have in mind at this moment is that of expression by means of words; the asset, his poetical instinct, if you will allow me to use the term for want of a better one.

This teacher should have a sane philosophy of life. To my mind, the term "life" signifies the sum total of my deeds, my thoughts, and my feelings. From this point of view I have been attracted by creative work because it has impressed me as true living in the very best sense in which I can use the word. Creative work in poetry touches particularly the emotional life of the child, that phase of his life that pertains to those inner forces of the individual, his emotions, that drive the will and produce changes and growth in character. Creative education is pre-eminently self-education, the most enduring type that we know.

Miss Holne: Miss Prescot and I have tried to work out a philosophy of literature which we conceive to be the expression, the comment, the criticism, the interpretation of the deeds, thoughts and feelings of men and women. In this connection, I may say that I cannot see how a teacher will dare to attempt such work unless she has within herself a consuming passion for literature and an unsatisfied ambition to become better acquainted with it.

Mrs. Janeson: I presume that you assume that she will need an intimate, sympathetic knowledge of child-life.

Miss Holne: Yes, indeed. There is still another thing that I think Miss Prescot will agree is very essential—an unsatisfied urge and desire on the part of the teacher to create through writing. She should try to write a little creatively every day. She will find that it will stimulate her pupils if she will say to them occasionally: "Now boys and girls, you write some poems and I shall write one. Then we shall read our poems to each other." Creative leaders of children, mothers and teachers, must live the creative life along with them. Otherwise, how can we look upon our work as sincere?

Mrs. Janeson: From our discussion it is very evident to me that a teacher's vision of her work is of some consequence. I can picture women such as you who search in the field of poetry and lead your pupils to discoveries that you have made. It must be difficult to select poems from the new poetry to put before your pupils.

Miss Prescot: It is not an easy task. A. A. Milne is always popular with the children of the third grade. There are some excellent collections of modern and conventional poetry that have come into the textbook field within the past few years. Possibly you know these books, Mrs. Janeson—Miss Thompson's "Silver Pennies"; the Huber and Bruner poetry books; Untermeyer's "Modern British and American Poetry," "This Singing World," "Yesterday and Today," and Monroe and Henderson's "The New Poetry." Of making anthologies there seems to be no end. I do not want to see an end of them, for I get something fresh from every one that comes on the market. Of course, I should not want to feel that a teacher confined herself entirely to the anthologies. She should read extensively and compile her own selection for use with her pupils.

(To be Continued Next Week.)

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FOR TEXTBOOKS

School Problems

Edited by a School Executive

216. What do you think of college professors writing books? (New Hampshire.)

"There is no pain like that of suppressed speech," and if he feels he must make his contribution to society through a book, if he feels he has a contribution which must be spread that way, then the book will be the natural outgrowth of his work and simply be the record of what he teaches. Books coming from college professors this way are most valuable to the professor himself and his college as well as to the people outside for whom they are written. Their very writing clarifies and builds up the work from which they come.

If, however, a man has to write books to increase his income or promote his reputation then his work as a teacher is simply robbed of so much time and effort, and his students and college pay. It is the same old story of not paying teachers enough, so they have to do side jobs when their teaching job is all they can really swing and do it full justice. Some colleges will not allow their professors to write books and others are accused of electing their faculty on their reputations as writers. Either extreme is decidedly wrong. Some of our finest books in education have come as a natural sequence to clear, intensive research and fine teaching behind a college desk, which is the only way they should come from that source.

217. Why are teachers so autocratic, the last word? (Massachusetts.)

I think your experience with teachers must be a little unfortunate, for I have not found them "a last word class" as a rule. I know quite a few lawyers, doctors and business men who are quite as wordy as most of the teachers I know. Now of course we have some last word people in the teaching profession, but I am inclined to think they might be last worders in any other line of work in which they found themselves. Their number is dying off, too, because of the fact that the newer scientific view of education demands an inquiring attitude, a truth-seeking mind which comes to conclusions carefully after consideration of much evidence in which opinion counts for less than objective findings. When it comes to matters of public school education or "running the schools," as the popular phrase goes, I think the trained school leader often still fails to assert himself. The newspaper editor who tries to tell a physician what to prescribe for a patient is the leading man in a comedy, and his chances should be just as good when he tells a public school leader what to do for school children. Now maybe his burglar's chance is what still gives us that "last word" reputation. If so, more power to it.

218. What is the proper relation between the state department of education and the city or superintendent? (Pennsylvania.)

Active co-operation—accent on the active. Whether we keep it in mind or not the schools really belong to the state, and the management is delegated to city or town leaders as a wise and practical means of procedure. That means the wise superintendent or local school authority keeps in constant touch with the state department, getting from it every assistance possible. From this greater source he can get most valuable help in lines of research, survey, curriculum and supervision to say nothing of actual workers in teaching and health lines. The school system that works in closest harmony with the state department gets the most for its boys and girls.

The other side of the story, the return side, lies in appreciation voiced and demonstrated in work on state committees, surveys, experiments, and the like. It is the old story of give and take. The co-operation of the town and city systems builds up the state department, and on the other hand the town or city superintendent should use the state department to the limit or he fails his people.

219. How can we teach our High School pupils to be more efficient? (North Dakota.)

The answer to this question is a matter of motivation. How shall we get these young people's interest and how shall we keep it? Two great aids in doing this are a carefully holding to the test of use and having fairly immediate goals. The boys and girls of high school age have so many things they want to do that unless we can show them that the work required or suggested has some real use to them personally, a use they can understand and of which they approve, we won't get far in stimulating their interest very long. Then they are little interested in a very distant date, a distant goal. They want to see results in the near future. Life holds so much for them today and tomorrow that next year or five years from now—well, they'll take a chance, and they are right to a certain extent. What do you and I know of what they will need five or ten years from now? Little or nothing. If you don't believe that look back ten years. The only thing we are sure they will need is power, and they will get that through present problems and near time goals. Worthwhile life-size units must not be sacrificed, and here, of course, comes the problem of maintaining the larger unit and the goal the pupil can see and appreciate.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Poverty—VI

(Continued from January 14.)

"I pray," said he to Mara, "but to whom shall I send my prayers? They are but wind on my lips and in my soul. My heart is a cinder in which there is no heat. Yesterday, Mara, they carried away the little boy that brought us the egg when you were sick—the wild pheasant's egg. They carried him away, and a handful of golden grain would have saved him. I wonder, Mara, would it be wrong for me to steal the grain for others who are about to die? I hold the keys, Mara, and can unlock the doors. Do I do wrong in jingling them at my side?" "I know not," said Mara, "but there is the fifty bushels and six vessels of oil. These are ours though they have been taken from us. It would not offend heaven, surely, to give what is ours."

That night Mahout stole silently to to the granary. He unlocked the heavy oak door and went in. When he staggered out he bore a sack on his shoulder. This he carried home and the word spread that there was wheat, and in the darkness figures came to the low window each with its bowl and passed silently away again. The last figure lingered when its bowl was full. "Go in peace," whispered Mahout, "but tell no man. Tomorrow night I shall give you oil." Then the figure cursed and threw down its wheat and reached in and seized Mahout by the beard. "Fool," cried the voice of Al Sindhi, "Think you I did not watch against such as you. Thief! You shall rot in prison, both you and your old wife."

* * *

The philosopher laid the green-gold beetle down on the sand again and watched it scuttle away under the rock. He sighed and drew his tattered robe over his bony shoulders. "I should like to tell you, my friends, that sudden vengeance fell on the wealthy man and that Mahout rose magically to a place of power. Ah, that would be good to say, but then, it would be a lie, such things do not happen and yet, just as my precious beetle was mine, but is now hidden underneath that rock, so the riches of the spirit escape those who do not value them and hide themselves away and seem to be no more forever."

Opening and Closing Hands—I

The philosopher pulled his wobbly three-legged stool into the shadow of the palm, sat down upon it and stretched out his lean legs.

"You have asked me a question which in the old days would have been hard to answer, but in the new light is ridiculously easy. No, my good Abou Dey, there is never a time nor a place when the understanding spirit suffers real defeat. You probably never have heard of Essed Sindhi, the calm one, who lived in the reign of Mahmet the Mighty, but there was a time when the desert world talked of no one else, for he, alone, calm and majestic as the pyramid, gave forth of his gentle strength so mightily that without ever touching a spear or sword he overthrew the days of dread and brought to all desert men the golden age. Essed Sindhi suffered all and yet rose up in victory. It is very sad, very sad, indeed," went on the philosopher, "to see how men reach out their hands for each other's throats. They do not know, my friend, that the hand is the symbol of all that withers and that grows. Behold, Abou Dey, what happens when I clench my fist. Is there not a withering of the flesh; just as a leaf curls when it dries, or an apple wrinkles, or the mud crackles, or the lily leaf in the pond curls up its edge? So it is with the hand that clenches itself in anger or curls up in greed; something goes out of it, even as the life-giving water steals from the dying leaf. But, on the other hand, behold my fist as it opens; see the fresh strength in it, gathering almost before your eyes as the fingers loosen; does it not speak of expanding buds, and new leaves unfolding to the light, and lotus blossoms giving up their golden hearts? But Essed Sindhi! Ah yes, what I have said of my hand affects him, of course, and his story is one of the opening palm just as that of Mahmet the Mighty is one of the closing fingers. Imagine, Abou Dey, a lovely oasis, and a cool spring that flows with a laughing noise into the sand, always giving and giving to the thirsty things about it; giving joyously to the roots of the date palms, to the cocoanuts, to the wrinkled roots of the fig tree, to the roots of flowers little and big, beautiful and commonplace, to the beaks of gentle birds and the coarse bills of black ravens, to gentle women and dark-bearded men, to the very thirsty sands about it, giving without questioning and without price, save as beauty and life give recompense to the giving thing. When you have seen this vision you must see Essed Sindhi, sitting in his white robes, near to the spring, as free and copious, as generous in every way, a spiritual spring for all who need drink."

(To be continued.)

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Opening and Closing Hands—II

In such manner was Essed Sindhi sitting one afternoon. Little children were about him. For them he had little stories made of little words, all sparkly and gay with golden thoughts. About him tinkled the merry laughter of the girls and boys like bells upon a caravan that goes loaded down with pleasant things. And as he sat thus speaking, Mahmet the Mighty came out of the desert like a dark cloud and settled with his soldiers about the spring like locusts, making an evil whispering everywhere, and Mahmet, himself, coming, stood before Essed and spreading out his legs like pillars, wagged his dark head and laughed. "Essed Sindhi," said he, "we are well met. It has come to my ears that you despise me and my power." "Mahmet," said Essed, "I despise no man. Of your power, however, someone has spoken truly. I do despise it." "Now," said Mahmet. "I have regard for the wisdom of such as you. Another I would spread upon the sands and smear with honey to attract the ants, but there is that in you that I would withdraw, for should I add to my power your wisdom, then, indeed, who would there be to challenge me?" "What I know," said Essed, "I deny no man, just as this spring bubbles as cool and joyously for you as for this child, but this I say to you, he who drinks of the living stream draws strength therefrom. It expands his soul like a bright flower. If, however, the flower is but a lure leading to another's death, there the living waters take in a poison from the mind and are a curse to him who drinks of them." "Well said," cried Mahmet, "well said. How many springs have I cursed in my day. How many more shall I darken, for listen, my friend, just as you know you do good, (you see I am honest in some things) so I know that I do evil. I slay, I plunder, I cause tears to fall. Why? I know not, unless it be that I am Mahmet and love power. I speak so to you because I know you understand, and in a way I have regard for you, but mark this well, the only reason why I spare you is because it serves me to do so. I wish to see whether in your wisdom and goodness you can in any way prevail against me in my wickedness and power."

(To be continued.)

Opening and Closing Hands
III

"Mahmet," said Essed Sindhi, "there is nobility in you, else you could not say these things of yourself. As for striving with you, it cannot be. I have nothing to strive for. Gold I want not and power is of no use to me. As for leading a just life, that I cannot measure against any man." "I expected some such words," said Mahmet, "but nevertheless, there shall be strife between us. From this day forth you shall live in the tent next to mine, as a free man, if you will, if not, then as a slave." "I am resigned," said Essed Sindhi, "to all that justice shall require of me." With an amused smile Mahmet strode away, and when the camels struggled to their feet again, Essed was mounted on one whose trappings were of gold. "For a wise man who despises wealth," said one man to another, "Essed Sindhi rides better than the rest," but Essed, hearing the remark, looked down at the man and said: "Whether I ride on a royal carpet with fringes of pure gold or on a donkey's back is not important if what I think be just and upright and in my brother's service." When night came the caravan was far out upon the sands. The tents were pitched in a deep ravine and all gathered round the one fire whose fuel had come with them many miles on a camel's hump. With the rest sat, also, Essed Sindhi, and about him the children gathered, eager-eyed and silent, gazing up in wonder at his lean face. And Essed smiled upon them and stroked their hair and one more forward than the rest whispered in his ear and said: "We are glad you have come with us, for now we shall hear stories that we love." Essed Sindhi smiled. "Let it be even as you wish," said he, "Where shall I begin? Will the story be of distant places where the snow glitters on tall mountains or be full of the shimmer of the hot sands about our feet?" "Let it be of the hot sands," cried all the children together. Essed Sindhi nodded his head and smiled. "That is right. That is as it should be," he said.

(To be continued.)

Opening and Closing Hands
IV

"In the old days a beggar owned a fleet camel. Do you laugh at the thought that a beggar owned a fleet camel? It is not well to laugh at anything since nothing is strange in this old world but one fact, and that is, that we are alive. One day the beggar and his camel came to an oasis and rested and drank and fell to sleep in comfort under the palm trees. Not long after when the moon shone a robber came to the well and saw the beggar sleeping and noted the fine lines of his swift camel. As the robber stood over the beggar the beggar awoke. As was his habit he threw himself on his knees and stretched forth his hands and said: 'Have mercy on me, a cripple and a beggar. Give me a piece of gold to satisfy my needs.' The robber laughed. 'You are a beggar,' he said. 'I am a robber. Instead of giving you a piece of gold I shall take your camel from you.' 'It will not serve you,' said the beggar. 'You may ride upon it and make it carry goods, but a dark curse will go with it everywhere. Each step it takes will carry you nearer to your death, such is the power of evil to destroy itself.' Now it happened that in the tents of the robber dwelt a young man who wished to escape. His eye, also, fell on the swift camel and in the dark of the night he stole the camel and rode away, leaving footprints behind at every step. The robber, rising with the sun, saw what had happened and set out in pursuit. He came upon the fleeing youth and the two, dismounting, fought so bitterly in the sands that both fell down and died. The camel of the beggar, freed from the will of the thief, followed his own tracks back to the beggar at the well, leading with him the fine camel of the robber chief. So you see, he who does evil hurts first himself, my little friends; when he steals he steals his own, and when he slays he cuts his own throat."

(To be continued.)

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EDUCATION IN ACTION

Talkie Speaks At Teachers' Convention

The "talkies" entered upon a new role in Chicago recently. They addressed a convention of school men and women when for the first time the National Association of Teachers of Speech met to weigh the educational possibilities of the new medium. "An epoch-making program," their president called it. Milton Sills, film star, was the chief speaker. In a talking picture address, prepared in Hollywood for the occasion, the absent convention orator took the teachers into his confidence and told them his ideas for better speech in the movies. The program was designed to show the teachers the possibility of improving American speech through the "talkies." Professor R. K. Immel, dean of the School of Speech of the University of Southern California, was master of ceremonies, addressing the convention from the footlights of a motion picture theatre.

Mayor of Newton Defends Schools

Mayor Edwin O. Childs of Newton, Mass., in his annual address at the inauguration of the board of aldermen and school committee took occasion to reply to critics of the Newton schools. After saying that it was charged that the Newton schools were weighed down with fads and frills; that the sessions were too short and the vacations too long, and that there was little or no discipline, the mayor said: "Some taxpayers and even some members of the city government feel that the school department has an appetite no budget can satisfy. But here in Newton our school authorities have done and are doing faithful and constructive work to the value of the Newton school system, shown by the fact each year more and more newcomers establish homes in Newton in order that their children may have the benefit of education in the Newton schools."

Appropriations Made For Cambridge Schools

The Cambridge, Mass., city council at a special meeting recently passed unanimously an order appropriating $513,000 toward the construction of the new Roberts school, thus getting in under the "wire" provided by the Legislature which decreed that final action on the school appropriation had to be made before the end of 1928. Cambridge received permission from the Legislature to raise $2,000,000 for its building program. Prior to the above action, the council had already appropriated $65,000 toward the Roberts school.

To Create Fund For Retired Teachers

A vote to create a fund of $250,000, the income of which will be used to aid needy retired teachers of New York State, was passed by the executive committee of the New York State Teachers' Association recently in session in Syracuse. The raising of the fund by popular subscription is the main project for 1929. G. Carl Alverson, superintendent of Syracuse schools, will be assisted by Miss Mary Muldoon, chairman of the teachers' welfare committee, in the work of raising the money.

Talkies to Make Speech Uniform

A prediction that America's speech will be uniform throughout the land in twenty-five years if talking pictures keep on developing was made by Professor John H. Muyskens, of the University of Michigan. The southern drawl, the nasal twang of the easterner, the broad "A" of Boston, the provincialism of the westerner, all were heard when representatives of these sections gave readings to show sectional differences in speech. Professor Muyskens urged uniformity in speech as an asset to national progress.

Teachers College A Research Leader

More educational research work is being done this year at Teachers College, Columbia University, than at any other institution in the United States, according to statistics compiled at Teachers College with the aid of the Bureau of Education. The report reveals that 112 pieces of educational research work are being undertaken by students and teachers at Teachers College. The nearest approach to this number is made by the University of California, where ninety-two students and instructors are doing educational research work. Most of the research at Teachers College is in the administration and organization division.

School Clinics To Curb Crime

In a statement by the Sub-Commission on Causes and Effects of Crime of the Crime Commission of New York State one of the striking recommendations made is that educational authorities should seriously consider giving "dull normal" or sub-normal children courses adapted to their mental capacity. It was also urged that such youngsters should later be given vocational guidance and assistance in finding suitable work. The report also suggests that mental clinics be added to the school system and that well-trained social workers be substituted for the "old-fashioned truant officer." "The statement that all truants do not become criminal, but all criminals have been truants contains a certain amount of truth," the document asserts. State Senator Caleb Baumes is chairman of the commission and William Lewis Butcher of the sub-commission.

Music Enjoyed By College Boys

Music has a prominent place in student activities at Girard College, Philadelphia. Singing of the boys in the high school on Friday mornings has impressed many visitors, and several times during the year gifted students in music give special entertainments for the boys in their houses. Sunday afternoon recitals by the college organist, with supporting soloists, are largely attended by the boys, members of the staff and their friends, and former college boys. A band of fifty-eight instruments and an orchestra of forty-six instruments have been formed, and a "junior ensemble" is made up of beginners, and from it boys are promoted to the band and orchestra. A number of the boys have chosen music as a profession.

Checkbook First In "First Ten" List

A checkbook by any reliable bank heads the list of ten books chosen by Dr. Asa G. Chandler, biology professor of Rice Institute, Houston, Texas, as those with which every cultured person should become acquainted. Dr. Chandler was one of the many Rice professors interviewed. Other selections of his also gave reporters a jolt. Among them were "Drinks, How to Mix and How to Serve," "Outline of History," "Boston Cooking School Book" and others. Dr. Chandler saw no reason to include Shakespeare's books, he said, as every cultured person knows at least one of his books or plays. To select one would be just to vote one's personal preference, he said.

Canadian Indians In Residential Schools

Indian boys and girls in Canada to the number of 14,782 are enrolled in the 344 Indian schools maintained by the Department of Indian Affairs. Of these, 254 are day schools, with an enrollment of 8,242, and 74 are residential schools, with an enrollment of 6,327 pupils. The sixteen "combined" schools, located in sections too sparsely settled to support separate schools for whites and Indians, are attended by 213 white and Indian children. The residential schools are under church management with close supervision by the department. In these schools state funds are supplemented, whenever necessary, by contributions from the churches.

School Heads Favor Athletic Tournament

At the closing session of the conference of associated academic principals of New York State in Syracuse, a unanimous vote was recorded to reorganize the central committee of the New York Public School Athletic Association, which at its meeting a few days before abolished state athletic tournaments. The principals termed the central committee "an undemocratic organization," and by a vote of ninety to forty-three adopted a resolution deploring its action in abolishing the tournaments without a referendum vote by all schools which are members of the association. M. Smith Thomas, principal of Hutchinson High School, Buffalo, was elected president of the Principals Association. He succeeds Burtis E. Whittaker of Philadelphia, N. Y.

Provisions for Education Throughout the World

In England and Wales the board of education estimated for the year 1925-26 an expenditure of 58,250,000 pounds on elementary education and 12,000,000 pounds on higher education. In Belgium the Ministry of Science and Arts reports expenditures for 1925 for primary education at 24,439,100 francs. The subsidies given to schools of secondary education in 1925 were 39,498,708 francs. The older countries of Europe are generally setting apart the greatest sums for debt service and national defence, and education comes third in the list. In the newer countries education is placed fourth with development work in third place. In the far-eastern countries large budget deficits seldom occur as the governments are conservative in their estimates. In 1924 the Commonwealth of Australia through its separate states appropriated 9,082,858 pounds. The South American Republics, while under the necessity of making large expenditures to develop their natural resources, materially increased the annual appropriations for education.

Universities Employ Full-Time Pastors

Almost simultaneous announcement is made by three great American universities of the appointment of a full-time officer to be the responsible head of the religious work of the several institutions. Dr. Robert Russell Wicks has been inaugurated as "dean of religion" of Princeton University, and he will be in charge of the college chapel. Dr. Charles W. Gilkey is the new "dean of the university chapel" of Chicago University, and has assumed his place in the educational and religious schemes of the university. In Yale University Rev. Elmore McNeill McKee is now full-time "pastor of the university church," and he, too, will minister to the religious life of the students.

World Attack On Illiteracy

Unusual attempts to reduce illiteracy were made immediately following the war and were continued through the years thereafter. In China, India, the Soviet Union, and the Orient in general the authorities have awakened to the dangers of illiteracy, and for several years have been making efforts to extend at least the rudiments of education to the entire population. In India almost every province is displaying great activity; and it is a testimony to the clear vision of those who now direct instructional policy that in most places attention is being turned to a concerted attack upon illiteracy. The report of the work of stamping out illiteracy in the Union of Soviet Republics for 1925-26 shows that there were 49,804 schools for semi-literates and illiterates with an attendance of 1,599,755. The first great step toward the eradication of illiteracy in China was made during the literary revolution of 1917-19; when the much less intricate spoken language, Pei-hua, was substituted as a literary medium for the old, very difficult classical language. By careful study, 1,000 of the most frequently used characters in Pei-hua were selected and arranged in a "foundation character course," a mastery of which gives the common man a foundation knowledge of the language. The average time necessary to complete the course is ninety-six hours.

Religious Histories Offered in High School

A course in the history of living religions is included in the curriculum of the Topeka, Kansas, senior high school. It is a two-semester course, classified as history seven and eight, and is open to juniors and seniors. The subject was introduced in the spring term 1926-27, with an enrollment of twenty-seven students. Increase in enrollment last year to sixty necessitated the formation of two classes. In the progress of the study the history of eleven living religions is presented: Judaism, Christianity, Taoism, Confucianism, Hinduism, Jainism, Buddhism, Shintoism, Sikhism, Zoroastrianism, and Mohammedanism. Emphasis is placed upon the two religions of the Bible—Judaism as presented in the Old Testament, and Christianity in the New Testament.

New England College Still Has Leading Role

"The New England college which has largely molded the education of America is not ready to retire," says

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Dr. William H. P. Faunce, who will retire from the presidency of Brown University in June. It is destined to play a steadily increasing role in shaping American ideals. It can never try to compete in numbers or diversified departments with the great state universities and their amazing growth. "But in quality of campus life, in noble memories and traditions, in intimacy of sympathetic contact, in exaltation of personality over mechanism and in perception of moral and religious values our New England colleges are indispensable to all the future. They must be true to their founders and their ideals and decline to become a miscellaneous horde of raw youth or a mere bundle of lecture courses on every subject under heaven."

Harvard Library Adds Many Volumes

Harvard University's wealth in books has reached a total of 2,784,300 volumes and pamphlets, according to the latest figures from the authorities at the Harvard library, and over a period of the last five years the library of Harvard College has shown an increase of almost 200,000. Following a recent check-up and survey of the numbers of books in the possession of the university, figures have been published that show a consistent gain over previous years' totals. On July 1, 1923, the Harvard College library numbered a total of 1,361,500 volumes, while last July 1 this number had been swelled to 1,548,500.

Tooth Decay Found Commonest Defect

Decaying teeth are the most common defects of school children and are present in about ninety per cent. of them, the United States bureau of education reports in calling attention to a study made recently of prevention and treatment of such conditions. It stated this was due to changes in man's diet as he became civilized, certain substances essential for making sound teeth having been too scanty in over-refined foods. "Some races," the bureau said, "which have followed more closely nature's laws in this respect still have good teeth, but although good teeth 'run in families' to some extent, family food habits and other hygienic measures are at the bottom of this good fortune. If heredity were an important factor, dental decay would never have occurred, for time was when it did not exist, and certainly bad teeth have not been an aid to survival. Hereditary tendency should be even more strongly influential for the production of good teeth than of bad ones."

TREND OF THE TIMES

GERMANY is economically sound enough to meet reparations payment this year, according to Seymour P. Gilbert, agent general for reparations, in his report for the fourth reparations annuity year. "No question can fairly arise," he says, "in the light of practical experience thus far as to the ability of the Reich to provide the full amount of its standard contribution to the plan." The great productivity of revenues in the face of tax reductions he declares is the most encouraging feature for the four years of the existence of the Dawes plan.

FAILURE of industry to provide for its workers as carefully as it does for its stockholders constitutes one of the flaws most in need of remedying in the present industrial system, according to Professor Robert M. Lovett of Chicago. He said there are not merely two factors—labor and capital— in industry, but five, "the workers, the shareholders, the management, the community and the government."

CHARITABLE GIFTS for 1928 will total approximately $2,330,600,000, according to the estimate of the John Price Jones Corporation of New York, fund raising consultants. Those of the previous year amounted to $2,219,700,000. The greatest amount of the contributions this year went to religious denominations, but large gifts were made to organized charity, for educational purposes and for the advancement of health.

STATE LOTTERY is maintained by the Turkish government, the profits of which are employed by the National Aviation League, a patriotic organization, to supply the army with military planes. Once a year, moreover, Turkey celebrates a national festival known as Aviation Day, when, by means of special stamps compulsorily used on all letters sent through the post as well as by popular "tagging," another sum is raised for the same purpose.

WORK has been started in Vera Cruz, Mexico, on the erection of a monument to the Mexicans who died in the war of 1847 with the United States and in 1914, when the Americans occupied the city.

LOUISIANA leads all other states in the country in fur output. The state is untouched by snow and icy winds, and has an abundance of squirrels, muskrats and rabbits which provide the bulk of pelts for northerners. The value of the furs from Louisiana for the last year was $5,528,982. Depending on seasons, abundance or scarity of food, and other such natural causes the value of the taking of raw furs in this country varies from $45,000,000 to $70,000,000 a year.

NEW STYLES of bobbing the hair have reached civilization from the heart of Africa, where hairdressing is an ancient and complex art. Among the native women of Angola and other districts the most elaborate and eccentric designs are seen. The principal styles among the Chokwe and kindred tribes are the Chokwe shingle, the Aztec bob and the permanent toque, which is the most popular. It is accomplished with a plastic mixture of clay and castor oil rubbed into the hair, which is arranged and allowed to dry in a form resembling a toque bonnet.

ONLY COUNTRIES in the world not using the metric system are the United States and Great Britain. Since the system was first introduced in France in 1799, a total of fifty-five nations have discarded long division in favor of the decimal point, which makes weight and measure computations as simple as changing dollars into cents.

FAMILY LIFE in the United States has undergone significant changes, according to W. F. Ogburn of the University of Chicago, who quotes figures based on 1920 surveys. One out of every eleven married women is working for pay outside the home. Bakery production increased sixty per cent. from 1914 to 1925, while population increased 15 per cent. Delicatessen dealers increased 43 per cent. from 1910 to 1920, or about three times as fast as population. If the family disintegrates inversely as the corner delicatessen prospers, American family life is decadent, he asserts.

AIR MAIL service between the United States and the Canal Zone, clipping from five to twenty days from the best previous travel time through Central America, opens in January, 1929. The new line will be operated over a 2,000-mile international airway. Nineteen hours of flying time will be substituted for the seven days' direct steamer route to Panama, and as much as fifteen to twenty days now required to reach some of the Central American capitals will be reduced to less than three days by the new line.

The BOOK TABLE

ECONOMIC INSTITUTIONS. By Willard L. Thorp. Cloth. 306 pages. New York: The Macmillan Company.

The economic institutions, machines and prices, private property and business enterprise, have radically changed since 1920. Teachers must know all that is involved in this. The machine has made greater industrial changes in these eight years than in any previous twenty years. Private ownership has had a more severe challenge than ever before, and it is challenging public interference with private ownership as never before. Prices have an entirely different significance because of mass production, and business enterprise affects everything economic. Nothing in economic institutions is as it was in 1920, and teachers who have not kept pace with this economic progress cannot teach anything as it should now be taught.

We are not prepared to give an opinion of the wisdom of using this book for class study, but we are entirely sure that it is highly valuable as a means of modernizing the economic thought of teachers.

EARLY DAYS IN OHIO. By Florence McClurg Everson and Effie Power. Illustrated by George Richards. New York: E. P. Dutton and Company, Inc.

Pioneer stories have renewed interest as a feature of American history. Children read a story like "Early Days in Ohio" because it seems to have much the same "urge" as marbles for boys and jumping rope for girls in early spring days. The story is written to catch and hold their interest.

MODERN LIFE AND THOUGHT. A Book of Modern Applied Essays Designed to Stimulate Original Thinking and Writing Along Lines of Social and National Value. Edited by Frederick Houk Law, Ph. D., Stuyvesant High School, New York City. Cloth. 222 pages. New York: The Century Company.

This is an important grouping of twenty of the best essays of Glenn Frank, Charles S. Brooks, Bruce Barton, Edward W. Bok, Will Durant, Samuel G. Blythe, Luther Burbank, Arthur T. Hadley, Elihu Root, Mary Meek Atheson, Agnes Repplier, Theodore Roosevelt, Brander Matthews, Edward A. Ross, Charles William Eliot, Calvin Coolidge, and Nicholas Murray Butler.

Every essay has a genuine purpose, such as "Where is Industrialism Going?" "Science From the Side-Lines," "How Much Should a Person Work in Order to Succeeed?" "How Should One Feel Toward Bad Weather?" "The Idolatrous Dog."

HEALTH BEHAVIOR. A Manual of Graded Standards of Habits, Attitudes, and Knowledge Conducive to Health of the Physical Organism, and of Personality, Home, Community and Race. By Thomas D. Wood, M. D., Teachers College, Columbia University, and Marion Olive Lerrigo, Ph. D., American Child Health Association. Bloomington, Illinois: Public School Publishing Company.

Dr. Thomas D. Wood's long experience and persistent study of Health Behavior of men, women and children for nearly half a century give his conclusions great weight whenever he writes on any subject, and this book results from special attention for several years to all phases of the subject of which he and Dr. Lerrigo are writing.

We are especially interested in the appearance of this book because we are on the joint committee on Health Problems on Education which has passed upon various phases of this important study while it was in progress of development.

There is nowhere else in the same compass as much that is as vital and as up-to-the-minute as is presented in these 150 pages. It is scientifically reliable and is so clear in its presentation that any layman can understand every sentence as soon as he reads it.

THE METAPHYSICS OF PRAGMATISM. With an Introductory Word by John Dewey. By Sidney Hook, Ph. D. Cloth. 144 pages. Chicago: The Open Court Publishing Company.

We have rarely enjoyed any book written since 1920 as much as we have enjoyed Dr. Hook's "The Metaphysics of Pragmatism," but we are quite sure that not many persons will take the time to read it paragraph by paragraph as this book must be read. We can conceive of no teacher taking the time to read this book as it must be read, much less will a superintendent or principal be likely to wrestle with Dr. Hook's masterful, often mystical sentences.

John Dewey well says that the introduction of any significant variation in thought is marked by a period of confused controversy in which both goal and road are obscured to participants on either side.

This book is a joy to us because we have never known what to think of the pragmatism of William James. We could not swallow it whole and there was nothing to suggest what was bait and what was sinker. We have read many attempts to explain pragmatism as a new creation without any satisfaction, and while we could not tell just what good it has done to read Dr. Hook's hooking up metaphysics and pragmatism it is intensely interesting to see how skilfully he tries to do it.

SPEED TOYS FOR BOYS (and for Girls too). By Armand J. La Berge, Minneapolis. Cloth, 96 pages, 10 by 7 inches. Milwaukee: The Bruce Publishing Company.

This definitely purposeful toy book is by far the most educative of any toy scheme that has been published, and is, consequently, the most important. There are seventy projects all of interest to all children, and while each can be made by a boy none can be made without an heroic effort to see what to do, learn how to do it and then do it carefully and skilfully.

Books Received

"The Danish Folk School." By Olive D. Campbell.—"Short Plays From Great Stories." By R. E. Hartley and C. M. Power. New York: The Macmillan Company.

"Directive Study Sheets in American History." By Charles C. Barnes. —"Home Economics, Home Projects Record Book." By Jessie W. Harris. Boston: Houghton Mifflin Company.

"Our Oral Word." By M. E. DeWitt. —"Good American Speech." By Margaret Prendergast McLean. New York: E. P. Dutton and Company.

"Helps for the Teacher." By W. Harper and A. J. Hamilton.—"First Book in Italian." By L. Covello and A. E. Giacobbe.—"Studies in Deceit." Character Education Inquiry.—"The Iliad of Homer." By A. Land, W. Leaf and E. Myers.—"American Inquisitors." By Walter Lippmann. New York: The Macmillan Company.

"Readings in American Citizenship." By John T. Green. Boston: Houghton Mifflin Company.

"Advanced English Grammar." By Annie Webb Blanton. Dallas, Texas: The Southern Publishing Company.

"Problems in American Life." By Joseph Irvin Arnold. Evanston, Illinois: Row, Peterson and Company.

"Objectives and Problems of Vocational Education." By Edwin A. Lee. New York: McGraw-Hill Book Company, Inc.

"Law or War." By Lucia Ames Mead. Garden City, N. Y.: Doubleday, Doran Company.

"Minimum Essentials of French." By Whitford H. Shelton. New York: Prentice-Hall, Inc.

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GRINS BETWEEN GRINDS

Co-operation?

Doctor—"Your husband will never be able to work again."

Missus—"I'll go an' tell 'im. It will cheer 'im up."

Memories

Diner—"Why does that dog sit there and watch me all the time?"

Waiter—"You've got the plate he usually eats from, sir."

Ended the Argument

Skeptic—"How can you prove the whale swallowed Jonah?"

Vicar—"When I get to heaven I'll ask Jonah about it."

Skeptic — "But suppose he isn't there?"

Vicar—"Then you ask him."—Capper's Weekly.

Striking Resemblance

Photographer—"Your son ordered these photographs from me."

Father—"They certainly are very much like him. Has he paid for them?"

Photographer—"No, sir."

Father — "That is still more like him."

Certainly

Mrs. Newsome—"There's an account in the paper here of a man who lives on onions alone."

Newsome — "Well, any man who lives on onions ought to live alone."—Louisville Courier-Journal.

Wife Will Do

"You understand," said the employer, "that we want a superintendent who is thoroughly accustomed to managing men."

"In that case," answered the applicant, sadly, "I'm afraid it's not me you want, but my wife."—The Pathfinder.

Unkind!

"Why did you stop singing in the choir?"

"Because one day I didn't sing and somebody asked if the organ had been fixed."

Washed and Cleaned

Father was annoyed. His expensive gold watch had failed him. It would not go at all.

"I can't think what's the matter," he said. "Maybe it needs cleaning."

"Oh, no, Daddy," objected four-year-old Henry, "cause baby and I had it in the bathroom washing it all day yesterday."

Explained

"The things the children learn in school now-a-days are certainly 'modern'," complained the mother of a first grader to a friend at a recent parent-teacher meeting. "Why, Junior sings the oddest songs that he has learned at school. One of them is: 'A Nutty Week Ago.' I can't make any sense of it."

"Well, I can explain that," smiled the friend. "The name of the song really happens to be 'A-Nutting We Can Go!' "—Indianapolis News.

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Where Did They Come From?

Editor, Journal of Education:—

There are many interesting expressions or idioms in the English language that are derived from well-known books and stories. They have become a part of the language and give a richness to it, because they tell the whole story or meaning in a few words. Can you locate the following:—

1. "The wish is father to the thought."
2. "To wear one's heart on his sleeve."
3. "To beard the lion in his den."
4. "To run amuck."
5. "A miserly Scrooge."
6. "A regular Pecksniff."
7. "To go on the war-path."
8. "To smoke the pipe of peace."
9. "To bury the hatchet."
10. "To blow hot and cold."
11. "To cry wolf too often."
12. "The lion's share."
13. "The last straw."
14. "Sour grapes."
15. "Open sesame."
16. "To tilt at windmills."
17. "The ugly duckling."
18. "The golden touch."
19. "Riding Pegasus."
20. "The lion and the mouse."
21. "As mad as a hatter."
22. "An adventure in Wonderland."
23. "Cleaning out the Augean stables."
24. "The golden fleece."
25. "Vanity Fair."
26. "The Slough of Despair."
27. "The Celestial City."
28. "Hitch your wagon to a star."
29. "An Aladdin's lamp."
30. "The Old Man of the Sea."
31. "A Barmecide feast."

ANSWERS.

1. Shakespeare.
2. Shakespeare.
3. Shakespeare.
4. Rudyard Kipling.
5. Charles Dickens in "Christmas Carol."
6. Charles Dickens in "Martin Chuzzlewit."
7. James Fenimore Cooper in "Leatherstocking Tales."
8. James Fenimore Cooper.
9. James Fenimore Cooper.
10. Aesop's Fables.
11. Aesop's Fables.
12. Aesop's Fables.
13. Aesop's Fables.
14. Aesop's Fables.
15. "Arabian Nights."
16. Cervantes in "Don Quixote."
17. Andersen's Fairy Tales.
18. Story of King Midas, retold in Hawthorne's "Tanglewood Tales."
19. Story of the winged horse, retold in Hawthorne's Wonder Book.
20. Aesop's Fables.
21. Lewis Carroll in "Alice's Adventures in Wonderland."
22. "Alice's Adventures in Wonderland."
23. In Charles Kingsley's "Greek Heroes."
24. In "Stories of the Greeks."
25. In "Pilgrim's Progress" by John Bunyan.
26. In "Pilgrim's Progress."
27. In "Pilgrim's Progress."
28. Ralph Waldo Emerson.
29. "Arabian Nights."
30. "Arabian Nights."
31. "Arabian Nights."

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Sports Are Not Education

Editor, Journal of Education:—

The physical side of American youth requires attention as well as training of the mind. We are to bear in mind, however, that sports within reasonable bounds are an asset, but sports are not an education, and our secondary and collegiate institutions which subordinate the educational to the physical, which give football or baseball, for instance, over-prominence, are on the wrong track.

High school sports are excellent and representative of the spirit of American youth, but in the final analysis they are side issues. Referring particularly to high school sports, the Indianapolis (Ind.) News editorializes that they are "pleasant adjuncts to school life, but no one knows so well as the teachers that the principal business of the schools is to teach character and to instruct the boys and girls in whatever subjects the course of study contains. The best friends of high school athletics have noted the trend during recent years and have indicated restraints that will keep sports in due bounds. For the last year or two the Indiana State Medical

Society has been trying to reconcile the athletic programs of the high schools with common sense and good judgment. It has been urged that boys shall not be permitted to participate in the more violent sports unless an examination shows their ability to stand the strain. It is widely known that many a boy wears himself out before reaching manhood by taking too violent a part in strenuous sports. There is a happy medium somewhere and the school authorities ought to be among the first to try to find it."

As the Jacksonville (Fla.) Times-Union well points out:—

"Proper development of the human being takes into account the physical as well as the mental, not forgetting the spiritual, as is being done today by the most practical and successful of educators, whether in the common schools or in the institutions of higher learning. Where there is not this balanced development, this co-ordinated instruction and training, it cannot be expected that the best of results can be secured. Where physical training receives most of attention, or where physical training is overlooked, and all of attention given to mind training and mental development, there is great danger of physical and mental breakdown, of permanent weakness, at least."

Where sports are of chief concern in educational institutions there is very likely to be found a deficiency of practical education, and thus our educational institutions fail in what should be their chief end, namely, educating youth for the work of life, which is not all play, as we all know.

Eugene Bertram Willard.

Chelsea, Mass.

Wisdom consists in knowing what to do.

Skill consists in knowing how to do it.

Virtue consists in doing.—David Starr Jordan.

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